

Northumbria Research Link

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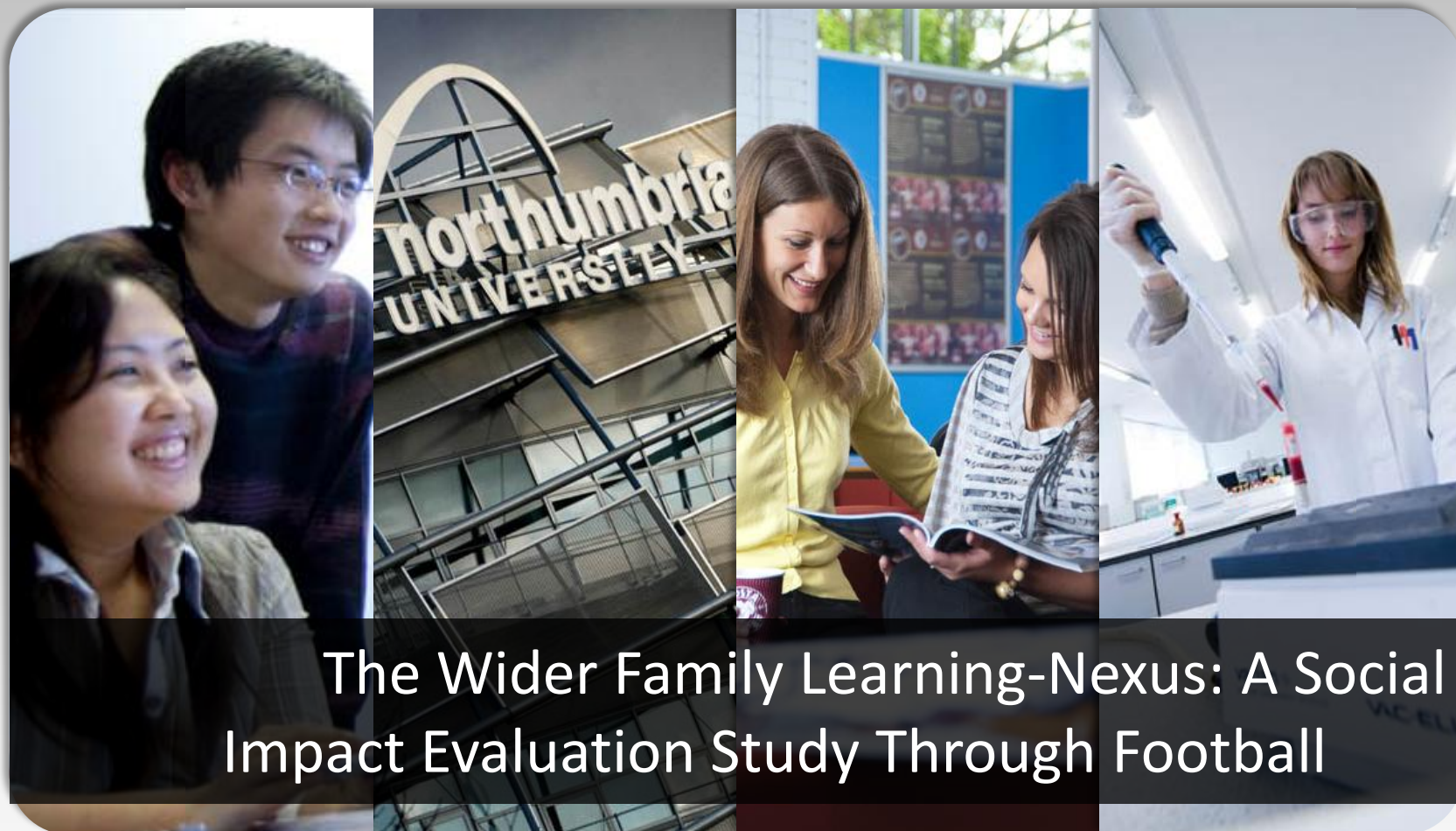
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The Wider Family Learning-Nexus: A Social Impact Evaluation Study Through Football

Presenters Joan Goss (formerly O'Keefe) and Justine Gallagher (Graduate tutor/research assistant



Sub theme inclusivity and research through Wider Family Learning



Wider Family Learning (**WFL**) has been shown to be a powerful tool

WFL promotes lifelong learning for the whole family:

- Engaging parents in learning, boosting children's achievement while improving skills and engaging mothers, fathers and carers in further learning
- Learning encourages opportunities for parents/carers, grandparents and other adults to share their own skills, knowledge and culture
- Courses promote learning as a positive enjoyable experience that continues throughout our lives
- Providing a good introduction to intergenerational learning
- Building confidence in supporting their child's learning

Theoretical Underpinning (outcomes) to drive outputs



Wider Family Learning is the '*first step*' of the game. It provides outcomes in the form of personal goals of confidence, employment, social cohesion and changes of aspiration (Lamb et- al,. 2009)

Family learning is a tool which requires 'active engagement' of local people to improve or raise awareness of local learning capacity (Cara and Aldridge (2003) and Duke (2004)

WFL is a structural mechanism that provides process and content, which can be used to share understanding of regional educational intergenerational capacity (Goss, McKenna and Gallagher 2012 unpublished).

Family Learning agencies that adopt a regionally responsiveness enable parents' /family education and training '*local needs to be met* ' (McKenna, 2004, Dench, Hillage and Coare, 2006)

Social Impact Assessment is a useful research framework and '*Impact mapping can make useful delineation between outputs, outcomes and impact*' Taylor and Bradbury-Jones (2011, p133)

Civic responsibilities- complimentary vision



The civic vision and cultural responsiveness of Northumbria as a regional University is complementary to that of SAFC Foundation (Northumbria University Corporate Strategy 2009-2014 and the SAFC Foundation Aims)

This shared vision reflects the interlocking of collective ideas and an agentive –collaborative approach (Bruner, 1996)

By sharing this vision from the premise of theory and practice, we can evaluate existing policies and strategies, which will help to inform this social impact evaluation study . This has been made possible through wider family learning namely the SAFC Foundation (football providing the financial and contractual mechanisms)

(Goss, McKenna and Gallagher, 2012, unpublished)

Interest and Commitment



SAFC Foundation call to tender (2011)

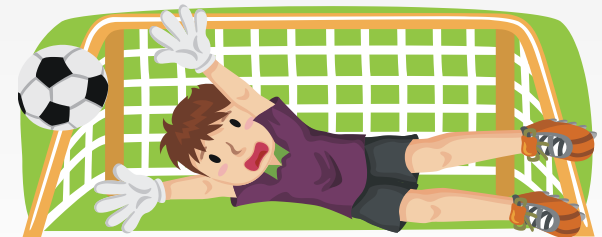
They demonstrated that their WFL Programmes and reach spanned 40,000 families

Delivered over 3,000 family learning courses

Locations in Sunderland, South Tyneside and Durham.

The wider family learning programmes consisted of:

- Little Dribblers ;Tackle it; Pan Disability
- Pitstop; Kickz; Back in the Game
- Family Learning through football
- Family Values and Football Fitness



Ethical Boundaries/Protocols/Dilemmas



Ethical Protocols

The Form

Approval- change to processes- online submission (time scale to meet)

- Ethical Approval – minor additions- recommendations made and re-submitted
- Ethical Approval- Planned timescale, Gantt chart- moved goal posts
- New goal posts- gate-keeping arrangements via SAFC Foundation

Pre match, half time match, post match talks with SAFC Foundation

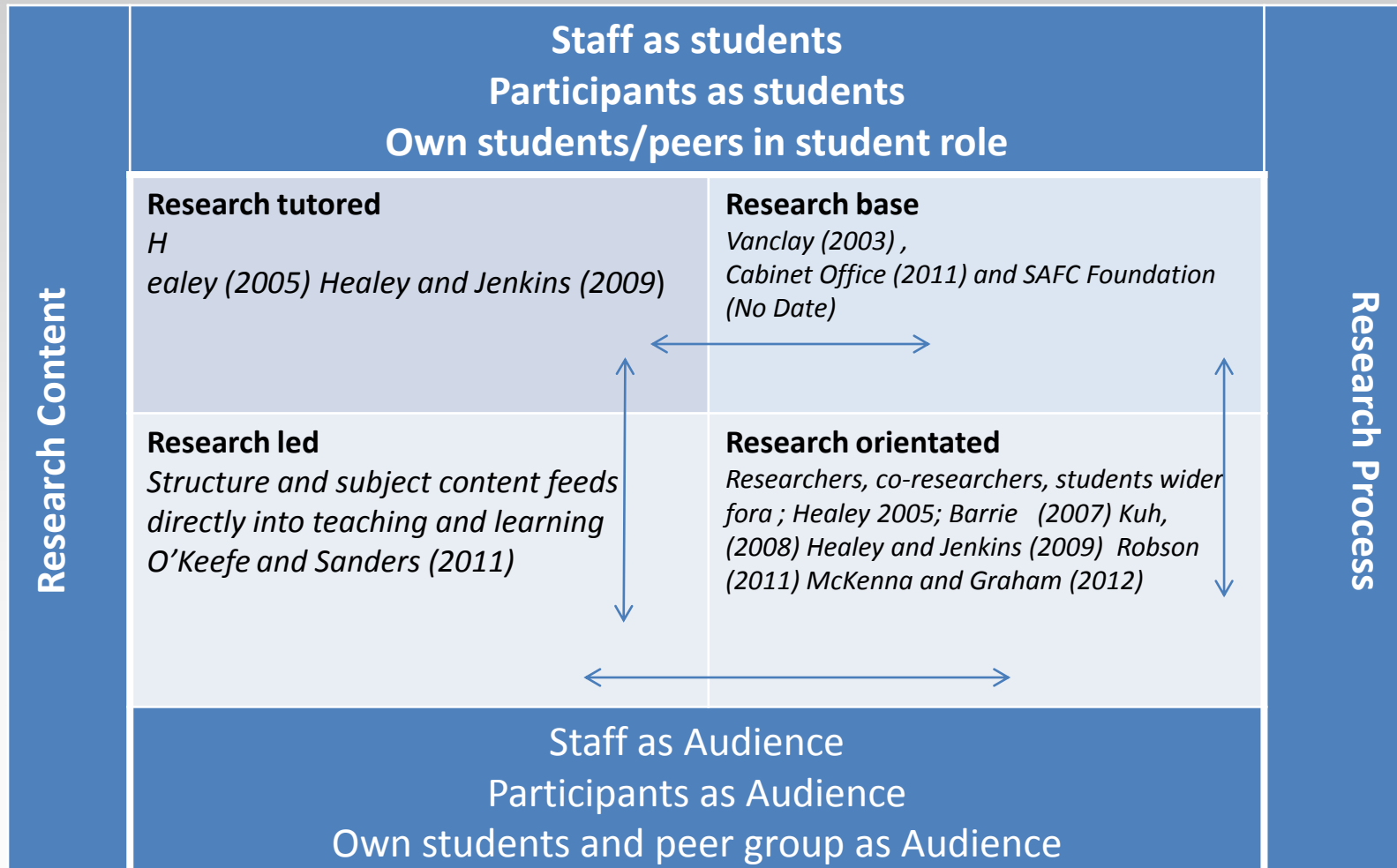
Information sheets

Informed Consent included as 'Good Practice':

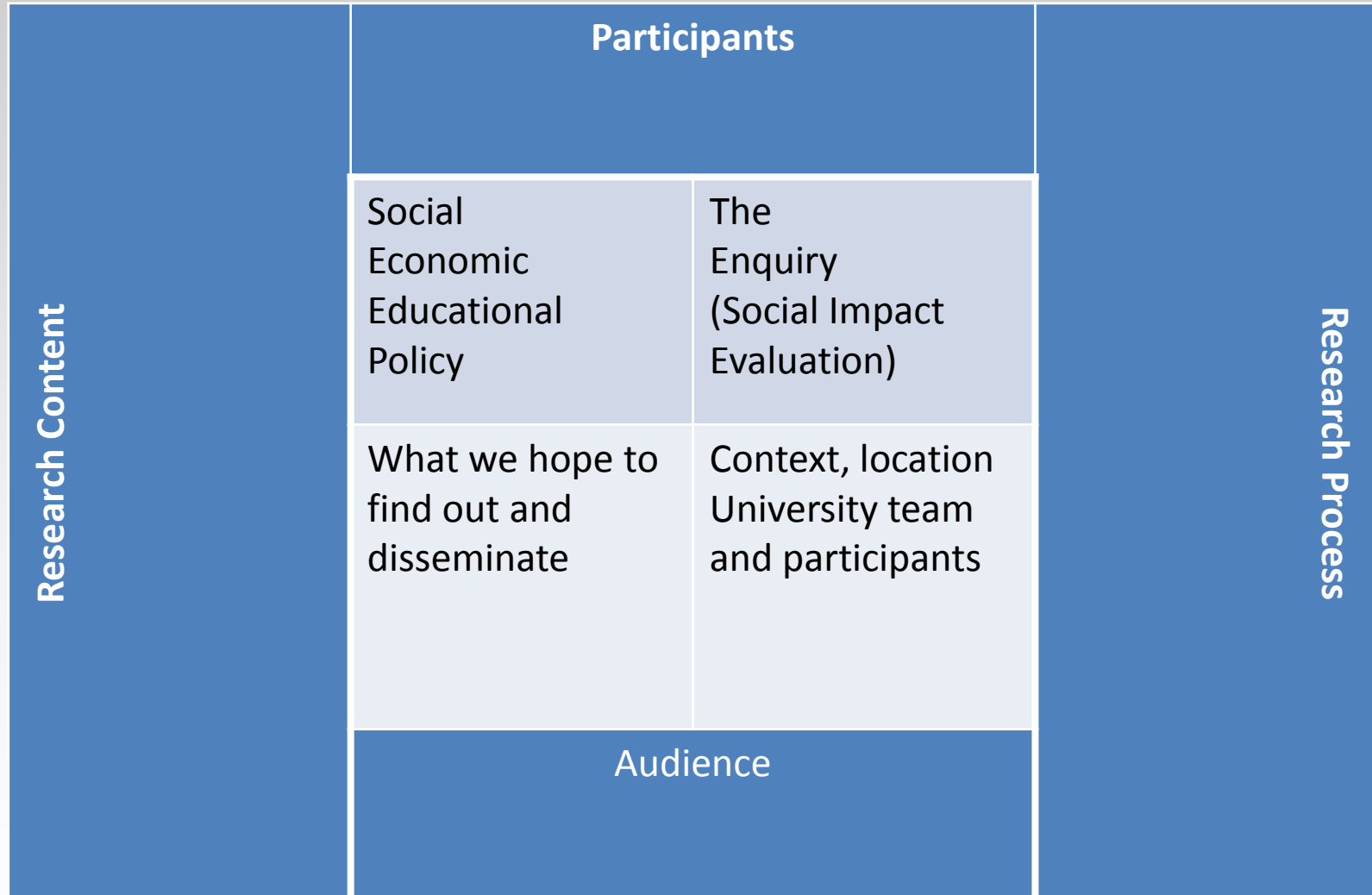
- Parent participants
- Young person
- Children

Social impact evaluation – match commenced

The Wider Family Learning - Nexus



The Wider Family Learning – Nexus (model adapted from Healey and Jenkins 2009)



Research tutored

Healey (2005) Healey and Jenkins (2009)

Research base

*Vanclay (2003) ,
Cabinet Office (2011) and SAFC Foundation (No Date)*

**Research led**

*Structure and subject content feeds directly
into teaching and learning O'Keefe and
Sanders (2011)*

Research orientated

*Researchers, co-researchers, students wider fora ;
Healey 2005; Barrie (2007) Kuh, (2008) Healey and
Jenkins (2009) Robson (2011) McKenna and Graham
(2012)*

Methodology: 'A Game of Two Halves'



The First Half (Interviews conducted with past participants):

4 Schools Inner City Sunderland:

Adult Interviews conducted 26

Child interviews conducted 12

Half Time Talk (Recruiting Parents as co-researchers):

Team update (University)

Interim Report

Transfer Window

Wider dissemination

Interest shown by another club in team players

The Second Half (Planned Interviews with current participants)

12 Parents recruited as co-researchers

Penalties:

Post Match Analysis:

April 2012 Second phase of data collection. Project liaison meeting/feedback point (SAFC Foundation Feedback/match commentary/promotion and relegation issues)

June 2012 Final Reports written

Outcomes and Outputs- The Half -Time Result...



Outputs (as defined by Vanclay, 2003, Cabinet Office, 2011 and SAFC Foundation)	Outputs (impact) From the First Half	Outcomes (experience)	Unintended (Social Value)
Way of life <i>Culture- shared beliefs, customs, values and language or dialect</i> community Political systems Environment Health and wellbeing Personal and property rights Fears and aspirations Impact of the Foundation/SAFC Brand and the family learning programmes			